

Curriculum Ambitions for Music at Parkside Community Primary School

Curriculum Ambitions	To deliver high quality teaching of music through carefully planned set of skills and progression of practical activities	To ensure a rich and diverse vocabulary is taught progressively throughout the topics and through the school	To foster a love of music so that children see themselves as performers, composers, singers and aspirational musicians of the future	To ensure a range of assessment opportunities in music to allow all children to showcase their knowledge, skills and musical understanding
Reasoning	We aim to ensure the children acquire and develop practical knowledge and skills through an ambitious music curriculum. Through careful planning of substantive knowledge and skills, our children are given the opportunity to use and apply these in a variety of meaningful contexts.	Ambitious musical vocabulary relating to the inter related dimensions of music must be of a high standard to ensure a broad music curriculum. Children will, therefore, be able to articulate and demonstrate in a variety of different activities their learning, using appropriate vocabulary according to their age and stage within the progression of the subject.	For all children at whatever stage they are at in terms of their understanding of the curriculum, they are given opportunities and experiences to explore the depth and appreciation of the subject to be musicians of the future as either observers or participants. This will build on their natural curiosity and help develop their well-being, creative thinking and emotional understanding so that they can for others because of their access to a music curriculum which is people oriented.	Teachers are to have high expectations of all learners. Assessment in music will take place at natural end points in units of work through performance or other appropriate opportunities which lead to end of key stage statements. Over time, and through clear record keeping children's musical development is recorded and captured appropriately and monitored.
Progression of Skills https://www.hertsmusicservice.org.uk/media-library/documents/pmc-resources/progression-in-	<ul style="list-style-type: none"> ● Musicianship – understanding of: Performing – keep a beat, perform repeating patterns, perform accompaniments and perform in parts, increasing control over dexterity when playing an instrument 	<ul style="list-style-type: none"> ● Progression in vocabulary document given to staff SEE LINK UNDER PROGRESSION OF SKILLS Long and short notes to pulse and rhythm leading to phases and reading and writing to 4 and 8 bar phases EACH ONE IS RELATED TO THE INTER DIMENSIONS OF MUSIC 	<ul style="list-style-type: none"> ● Each musical unit will enable our children to develop understanding how to become better musicians whilst fostering positive attitudes such as curiosity, perseverance, striving for accuracy and attention to detail. ● They will have the knowledge they need to succeed in all musical activities regardless of ability and context and to have high aspirations for their futures 	<ul style="list-style-type: none"> ● Teachers' challenge and move children on through questioning, discussing, explaining, modelling, demonstrating and performing ● They provide support and scaffolding where needed so that all children can achieve to their full potential. ● Music lessons include differentiated and adapted

musical-skills-knowledge-and-understanding-final-version.pdf	<p>Composing – to become familiar with compositional techniques and skills and to apply these in their own compositions, to think creatively and explore sound sources for a variety of audiences</p> <p>Listening and appraising – actively listening to the music they hear, understanding how composers structure music, how composers create mood and feeling, explore music of other cultures and times</p> <p>Singing – using voice confidently with accurate pitch and to take care over technique</p>	<ul style="list-style-type: none"> • Exploration, observation, problem solving, prediction, critical thinking, decision making and discussion are all encouraged • The music units of work for KS1 and 2 continue to build connections on knowledge, concepts and skills ensuring that all knowledge and understanding programmes of study are covered • Opportunities for homework linked to science support and include all learners • All children are encouraged to participate fully regardless of experiences and ability in all musical opportunity • All learners will be taught and encouraged to develop the social values connected to the teaching of music – turn taking, listening attentively and actively, critiquing, sharing, supporting peers. 	<ul style="list-style-type: none"> • Children taught about key historical and modern day musicians and a wide range of cultures and traditions to ensure that they gain a broad oral knowledge 	<p>teaching techniques and activities to ensure that all students are engaged and challenged throughout the curriculum irrespective of their starting point and challenges they face.</p>
<p>Experiences we could offer</p>	<ul style="list-style-type: none"> • Engaging lessons that build upon prior knowledge • Practical, hands-on music lessons embedded into each topic • Lessons linked (where possible) to other subjects for relevance 	<ul style="list-style-type: none"> • Vocabulary displayed in classrooms • Working walls that demonstrate progression of skills (notation, listening activities) 	<ul style="list-style-type: none"> • Creative arts week including music • Opportunities to perform on an informal and formal basis (assemblies, both class and singing, concerts for parents, productions, collaborative opportunities across the community, ukuleles) 	<ul style="list-style-type: none"> • Questioning • Opportunities to share • Low stakes ‘Drop-in’ observations by leaders • Quizzing and retrieval practise • Feedback and in the moment marking

	<ul style="list-style-type: none"> • Untuned percussion, tuned percussion, First Access Ukulele lessons (Year 3) – pathways for future learning 		<ul style="list-style-type: none"> • Enrichment opportunities (trips, Herts gala bi-annual event, visiting performance musicians) • Opportunities to experience live music once a year and to participate in live singing at least once a year. • Opportunities to develop live tech composition 	<ul style="list-style-type: none"> • Links to experiences in prior learning • progress in digital portfolios matches the curriculum intent • Practical skills demonstrated in lessons
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